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EDTC: 813-Advanced Using Integrated Software Across the Curriculum
Assignment 2/ Blocks to Robots

1.) Proof of Concept. https://youtu.be/67FOt0zVs_E

Students working collaboratively designed, researched and scripted the information
for this Green Screen production as a means of demonstrating the use of the
technology for a collaborative partnership class. The aspects of learning to design,
applying research techniques to gather information, identify issues during production,
problem-solve and capture concepts and ideals in a visual format engaged students in
higher –level thinking and physical manipulation of their environment to impart
meaning through social connections.

Features/Pitfalls/Opportunities/ Technological Features:
Chroma key screens or what are more often referred to, as Green Screens can be
inexpensive tools for classroom use, though there are commercial versions that vary
in price from fifteen to over 500.00 dollars. The purchase of chrome paint, a chrome
color sheet of muslin, or similarly colored paper will do to get your class started. The
concept of using a color that can be isolated and removed from within digital images,
allows the user to freely explore in a multitude of ways. Overlaying images or video
on the Green Screen allows the user to display and interact in an environment of his
choosing. With the addition of video recording, editing, and sound mixing using
cameras, phones, video records, laptops or mobile devices equipped with a chroma
key app, classes using the technology that is often found within their room can
created with Green Screens. Careful attention needs to be given to the level of
lighting when producing a green screen production. The rule of thumb is the brighter
the better. Ensure the area is open and clear of clutter to allow for positioning of
students and or props.

2.) Powerful ideas:

Utilizing Green Screen technologies with students with intellectual disabilities is a
powerful idea as described by Bers (2014, pp. 25-26). Constructing a new version of
the world in which a student who is non-ambulatory can appear to walk, run, swim or
fly stimulates the conceptualization and demonstration of self- realization for students
with disabilities. Using Green Screen video-capturing students can explore and
express areas of life and learning in ways that their bodies are unable to do otherwise.
The view of their world being limited to only that which they cannot conceive is a
powerful social message. Piaget's theories of social learning married to Papert's
constructionism provides a theoretical and strategic educational plan for
implementing Green Screen video recoding activities in student center learning
activities.

3.) Possible projects- these projects are designed for use with students ages 10-14.

- Project-1
- News reporting around the world- students using the Green Screen report on current events from around the world as a means of learning and processing information about how what happens to others in the world affects their lives at home. Utilizing, writing for a purpose, researching, visual images to represent concepts, digital literacy, communication, and the social understanding of collaboration to complete each report. Students gain insight in to their views of the world in which they live.

- Project -2
- Role playing conflict resolution- students determine a social problem and effectively determine how best to solve it by video taping the team working through the conflict. Utilizing, writing for a purpose, researching, visual images to represent conflicts, digital literacy, communication, and the social understanding of collaboration to complete each scenario. Students gain insight in to how to handle conflict in peaceful non-violent ways.

- Project-3
- Job interviewing – to gain insight into the importance of learning, communication, interpersonal relationships and social skills, students take on roles as the interviewer or the interviewee in scripted exchanges in various job locations. This activity will enhance students' research skills, communication, interest decision-making skills and goal setting. Utilizing, writing for a purpose, researching, visual images to represent job choice locations, digital literacy, communication, and the social understanding of collaboration to complete each scenario. Students gain insight in to how to prepare goals and identifying objectivities to meet them.

- Project -4
- Recreation and leisure- Students with free choice options design and develop an activity using the Green Screen video procedures to describe and act out their ideal way to spend unstructured free time. Allowing students a means to develop individual preferences is an important step in their developmental process. Utilizing, writing for a purpose, speaking to an audience, visual images to represent preference activities, digital literacy, communication, and the social understanding of collaboration to complete each scene. Students gain insight in to how to explore likes and dislikes in their personal decision making process.

Practical and Organizational Considerations

1. Space- classroom space is limited. Designating space for green screen video technology has to be considered prior to implementing. It must be a carefully thought-out design aspect. Where its used will effect what is used in the purchasing of the green screen. A large class with an extra wall might find it more cost effective to paint one wall and the surrounding floor, and ceiling with the chrome paint. While a smaller class without the space might decide on the use of a cloth that could easily be folded and stored.
2. Training staff- Time should be spent prior to the introduction of the Green Screen video technology on training all staff on the use of the different aspects from set design, to use of the technology for recording, video mixing and audio recording, to lighting and set up to enable the staff to effectively facilitate students during the activities when needed.
3. Student ability is an important factor in forming cooperative groups for projects. Be aware of the need to differentiate task assignments to reflect the abilities and skill levels of the students.
4. Green Screen video recording can be utilized with small or large groups remain mindful that every job assigned in the project is meaningful and not just busy work.
5. Once trained on the use of the technology, students can self direct the production which teaches them independence and frees up time for you to address the needs of others
6. Home to school connections can be made in the preparation and presentation of the productions done using Green Screen Video Technologies.

Reference

Bers, M.U. (2008). Blocks to robots: Learning with technology in the early childhood

classroom. New York, NY: Teachers College, Columbia University